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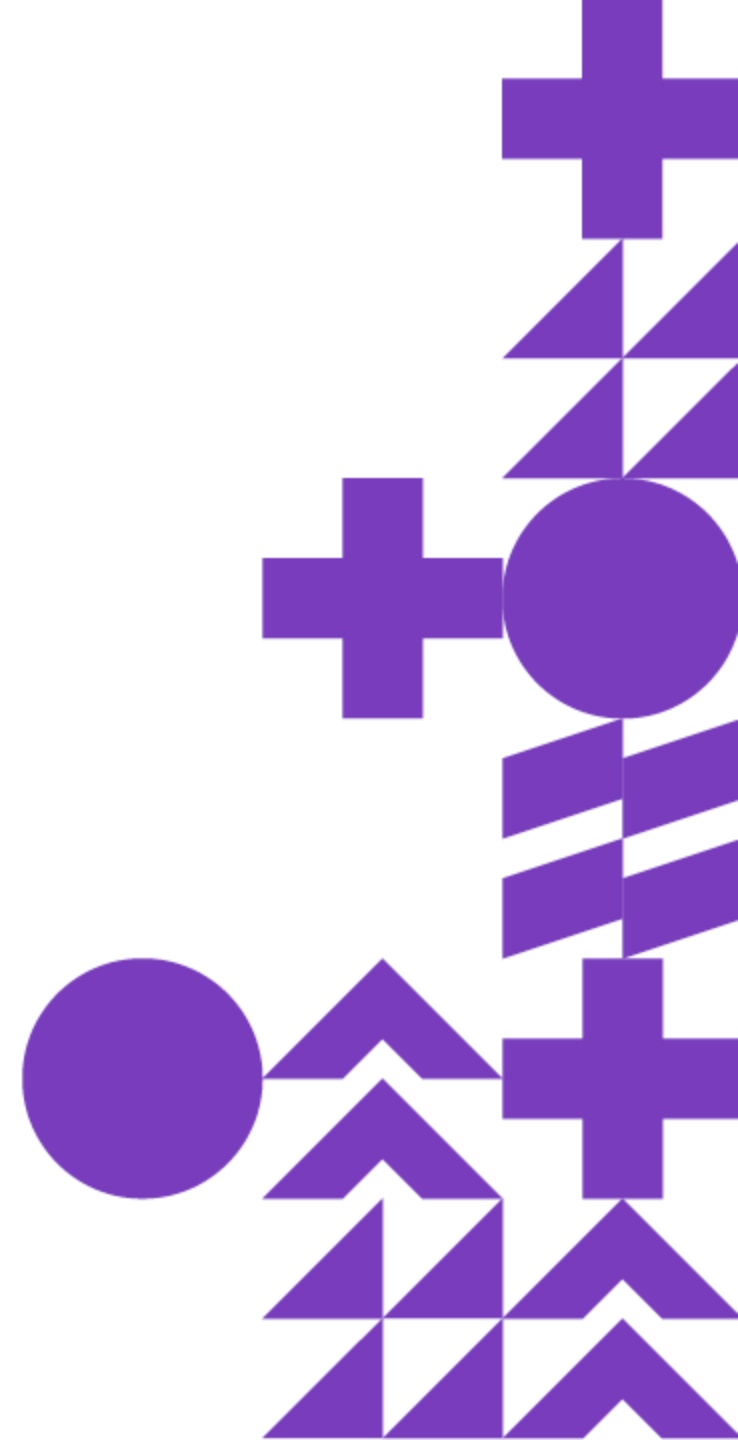
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Outdoor Learning Ecosystems

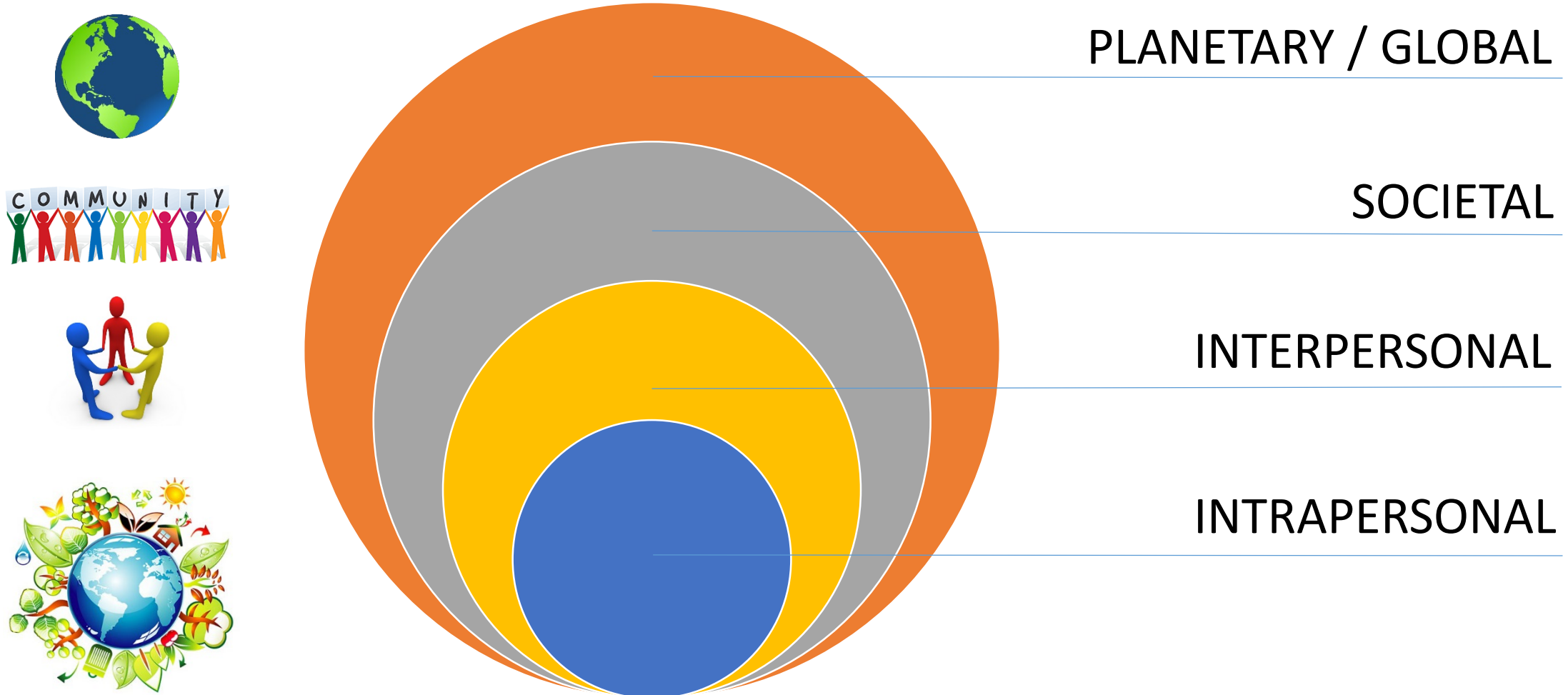
Delivering progressive outdoor learning experiences across the life course

David Harvey

IOL NW Conference 15/01/21



4 Levels of learning challenges



4 Levels of learning challenges

- **Planetary / Global**

- ✓ *To live sustainably within the earth's resources, protecting its ecosystem and biodiversity*
- ✓ *To acquire global competence*

- **Societal**

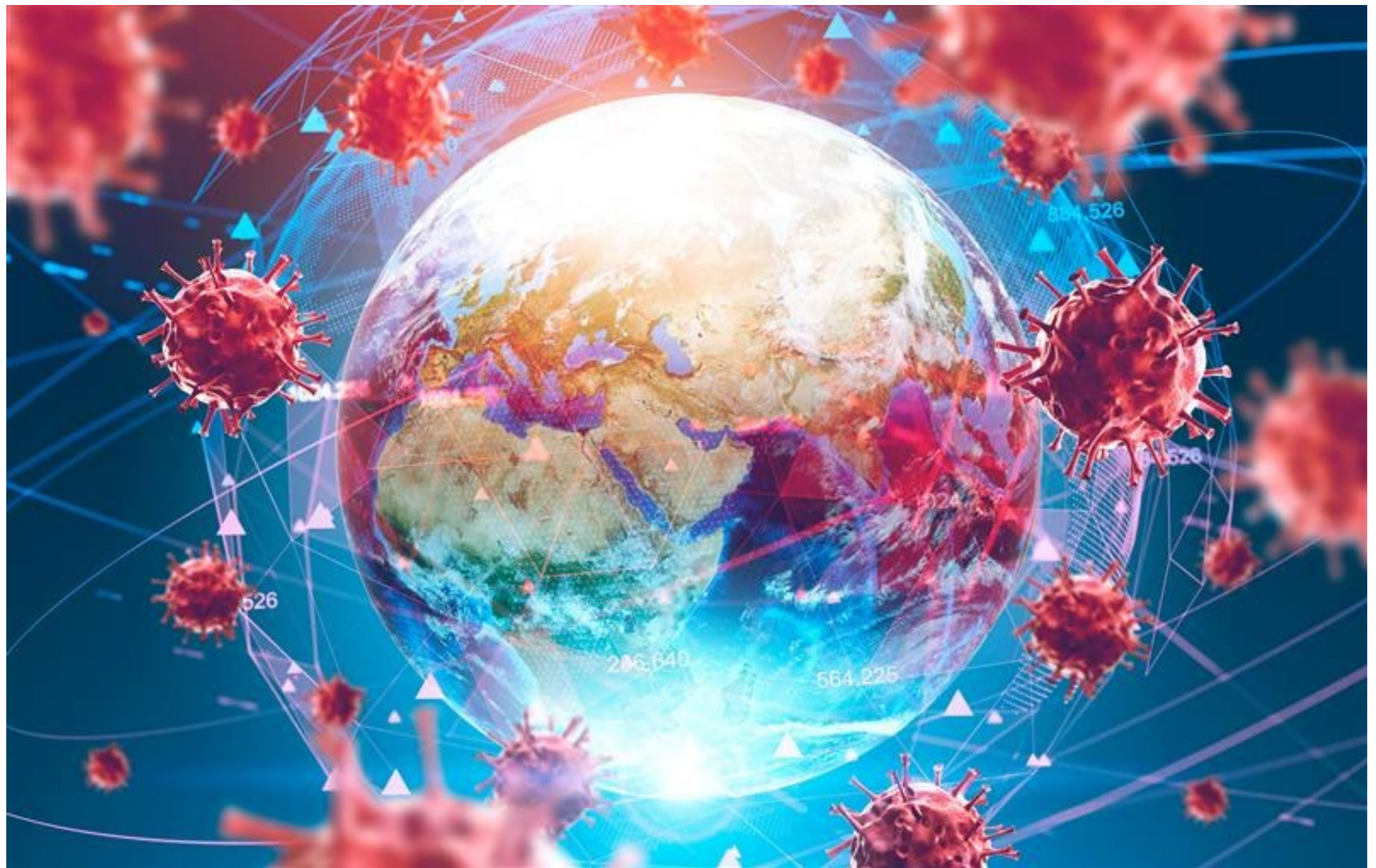
- ✓ *To equip learners to navigate a disrupted and uncertain landscape of work*
- ✓ *To prepare young people to reinvent a democracy which is participative, authentic and meaningful*

- **Interpersonal**

- ✓ *To develop loving and respectful relationships in diverse, technologized societies*
- ✓ *To engage with, and learn from, other generations*

- **Intrapersonal**

- ✓ *Attain a secure sense of self, with identified sources of personal nourishment and renewal*
- ✓ *Learn responsibility for personal health, fitness and wellbeing*





Why bother? Reasons for engaging in OL

- Raising achievement (curriculum)
- Personal and social development
- Nature connection (environmental awareness)
- Health and wellbeing

(Waite, 2020; IOL, 2020)

- Employability, environmental action, social action, organisation effectiveness, preparation and support for recreation...

(IOL, 2020)

Which purpose is your dominant driver?

- 1 Personal and social development
- 2 Health and wellbeing
- 3 Raising achievement
- 4 Environmental awareness
- 5 Employability
- 6 Environmental action
- 7 Preparation for recreation
- 8 Organisational effectiveness
- 9 Something else

Write the number
(as many are
relevant) in the chat

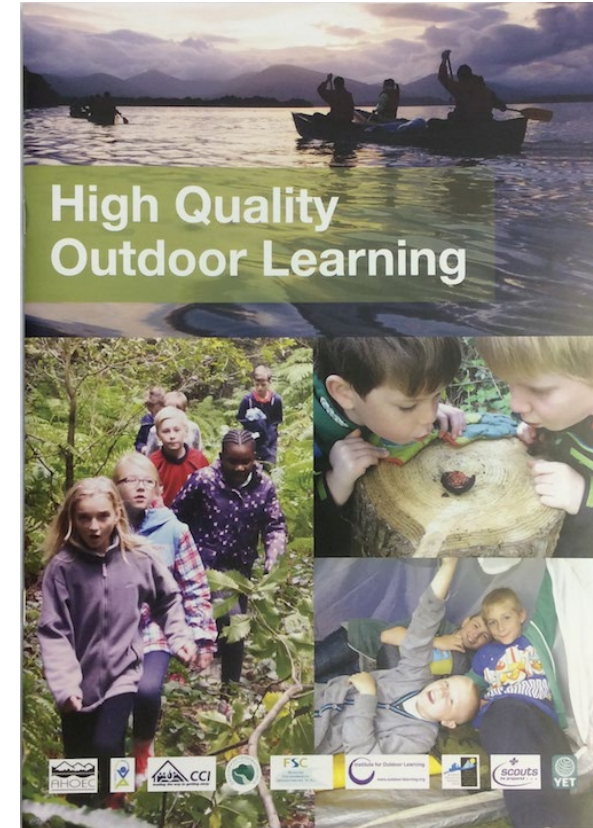
Benefits

- Individual
- Social
- Environmental
- Health
- Economic

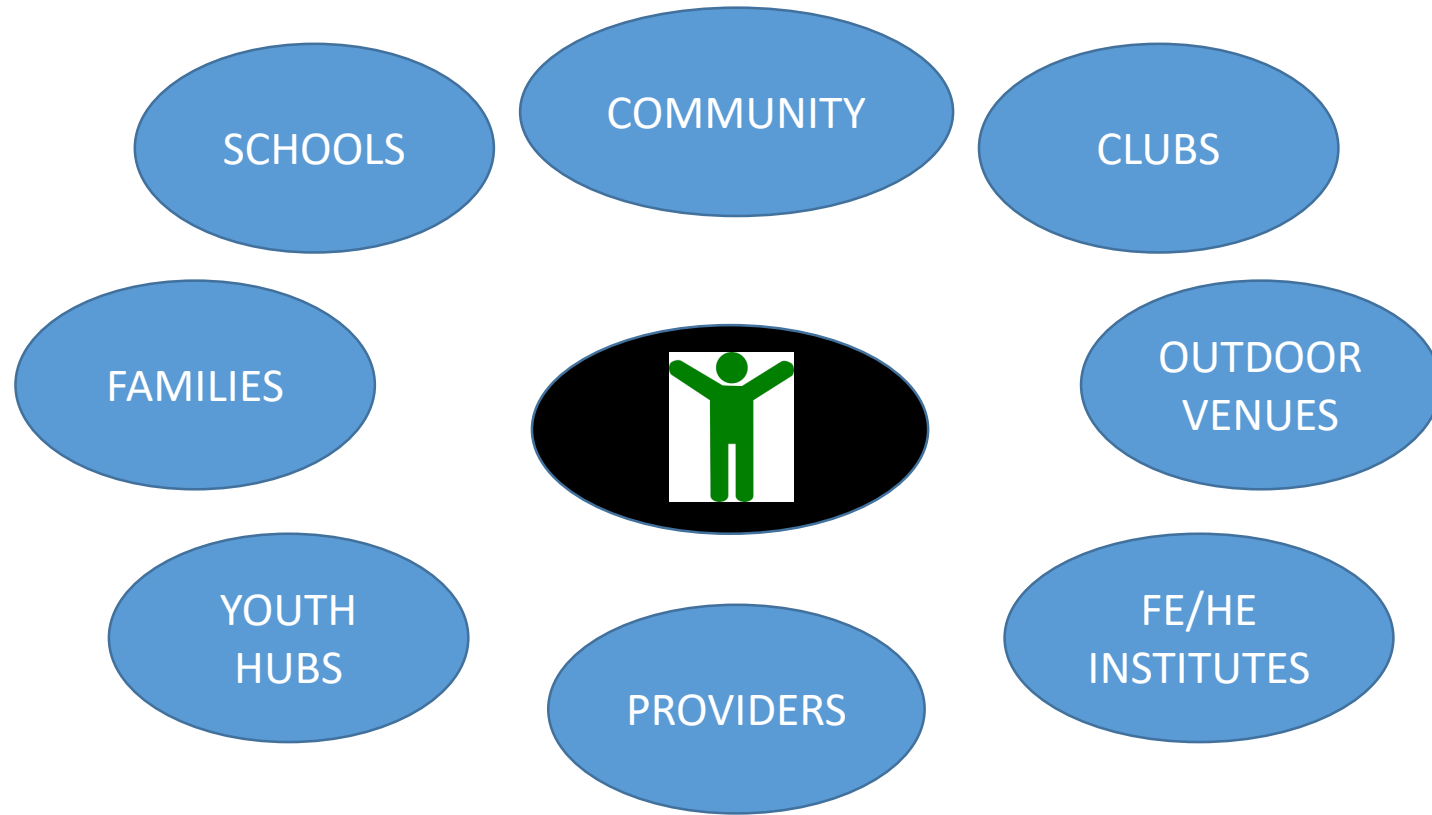


Benefits

- Enjoyment
- Confidence and character
- Health and wellbeing
- Social and emotional awareness
- Environmental awareness and nature connection
- Activity skills and curriculum knowledge
- Personal qualities
- Skills for life
- Increased motivation and appetite for learning
- Broadened horizons



Ways to access Outdoor Learning



Inequitable access

- **13% of children** (under 16) and **5% of young people** (aged 16-24) typically **never visit the natural environment** or even spend any of their leisure time outdoors.
- **18% of children living in the most deprived areas** never visit the natural environment at all.

“Many communities in modern Britain feel that these landscapes hold no relevance for them. The countryside is seen by both black, Asian and minority ethnic groups and white people as very much a ‘white’ environment.”



Findings (1)

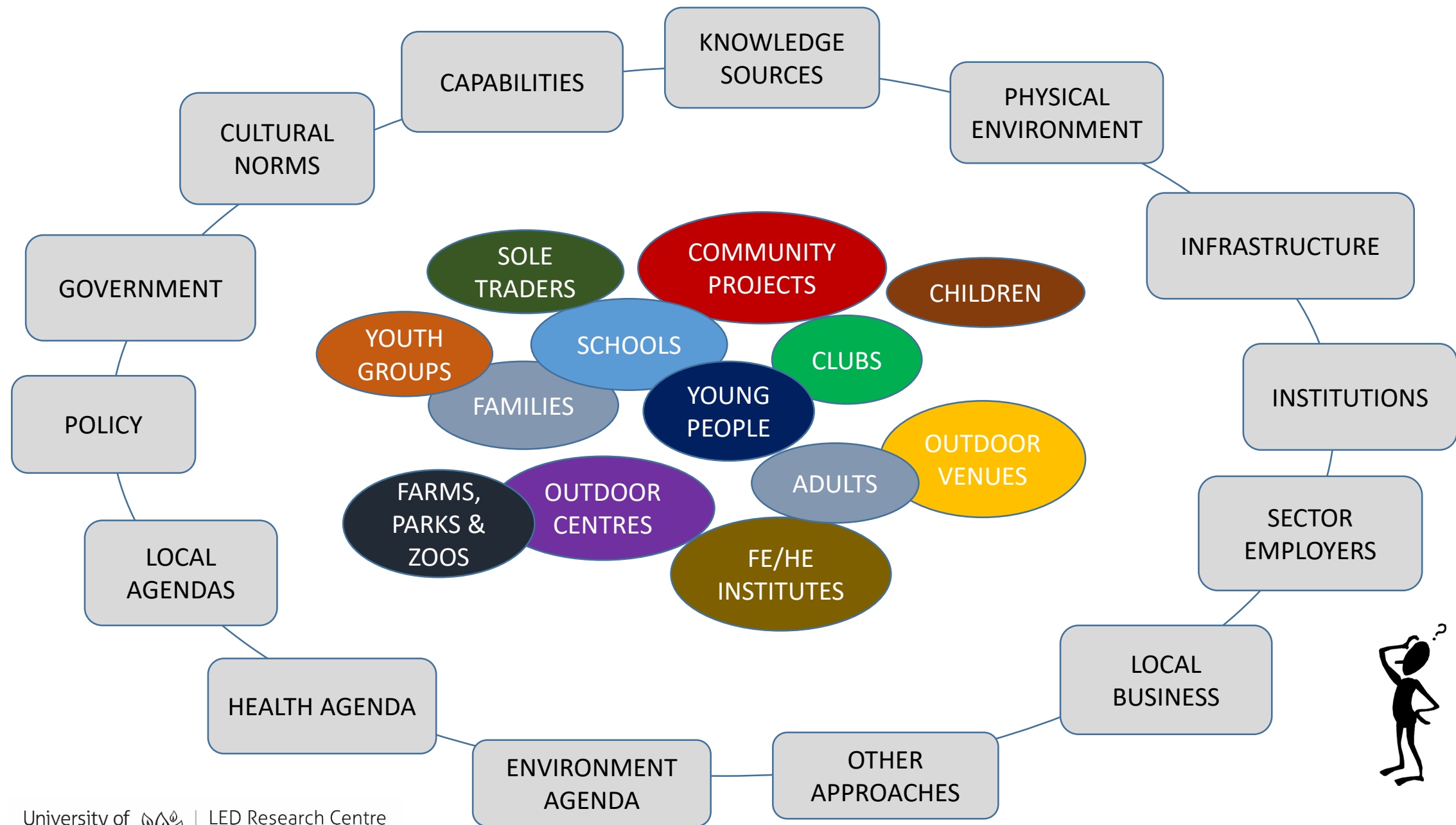
- Access to knowledge
 - Awareness of opportunities
 - Awareness of what is actually needed (skills, equipment, knowledge)
- Access through social identity
 - Community, gender, age, status, education, birthplace...
 - History, culture and practice



Findings (2)

- Access to technology
 - Transport,
 - Equipment (eg boots, clothing, bicycles...)
 - Roads, paths, cycle paths
- Access to labour
 - Staff and volunteers to deliver / facilitate outdoor learning
 - Job opportunities



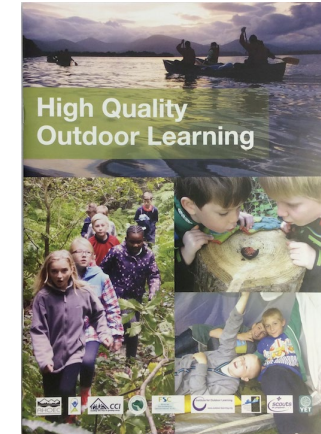


Progression

“From early years to lifelong learning...
Engaged at a level that matches their learning...
Activities have the greatest impact when they are progressive”
(EOC, 2015)

“The Outdoor Citizens model is for progressive experiences from birth to adulthood that build on each other to develop knowledge, skills and familiarity with the outdoors.” (Outdoor Citizens, 2020)

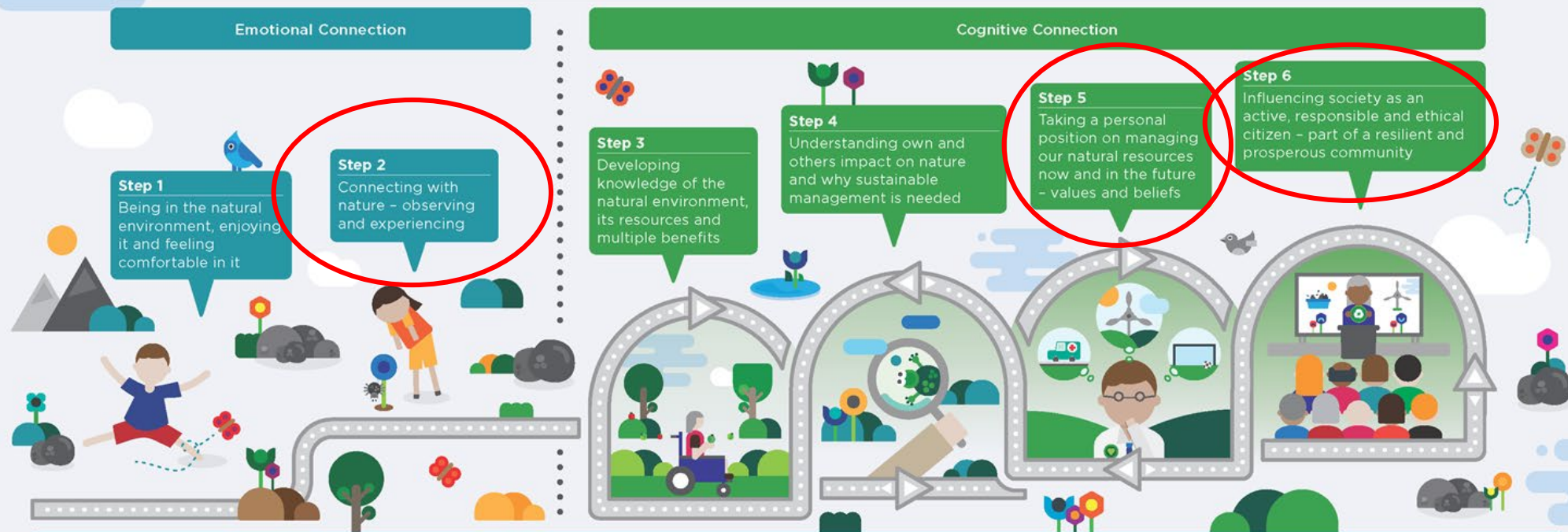
“All children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum”
(Learning and Teaching Scotland, 2010)



A natural progression

An individual has the potential to move from being in and connecting with the natural environment to becoming an active, healthy responsible, ethical citizen able to influence others on the importance of managing our natural resources sustainably now and in the future. When deciding, which intervention should be introduced it is important to understand where an individual is along the Natural Progression.

A NATURAL PROGRESSION . . . DEVELOPING A SUSTAINED KNOWLEDGE, UNDERSTANDING AND INTERACTION WITH NATURE



Multiple benefits of developing a sustained knowledge, understanding and interaction with nature

Prosperous <ul style="list-style-type: none"> Environmental employment & volunteering Outdoor education & skills Attracts investment Economic resilience 	Resilient <ul style="list-style-type: none"> Adapting to climate change Flood management Improved air & water quality Assists biodiversity 	Healthy <ul style="list-style-type: none"> Increased physical activity Better mental health Prevention of e.g. obesity, Type 2 diabetes Community food growing 	More Equal <ul style="list-style-type: none"> Accessible spaces & connecting corridors Tackles social exclusion Deprived communities benefit most 	Cohesive Communities <ul style="list-style-type: none"> Involvement in design & maintenance instils local pride Places to get to know your neighbours Stronger community identity 	Vibrant Culture <ul style="list-style-type: none"> Desirable spaces with Welsh culture & identity More visits – arts, sports, recreation Creative, expressive, fun opportunities 	Globally Responsible <ul style="list-style-type: none"> Local & national economic development Climate change mitigation Meets national & international policies
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AND INTERACTION WITH NATURE

Connection

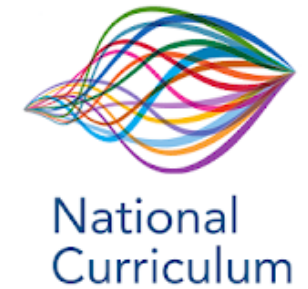
Step 5

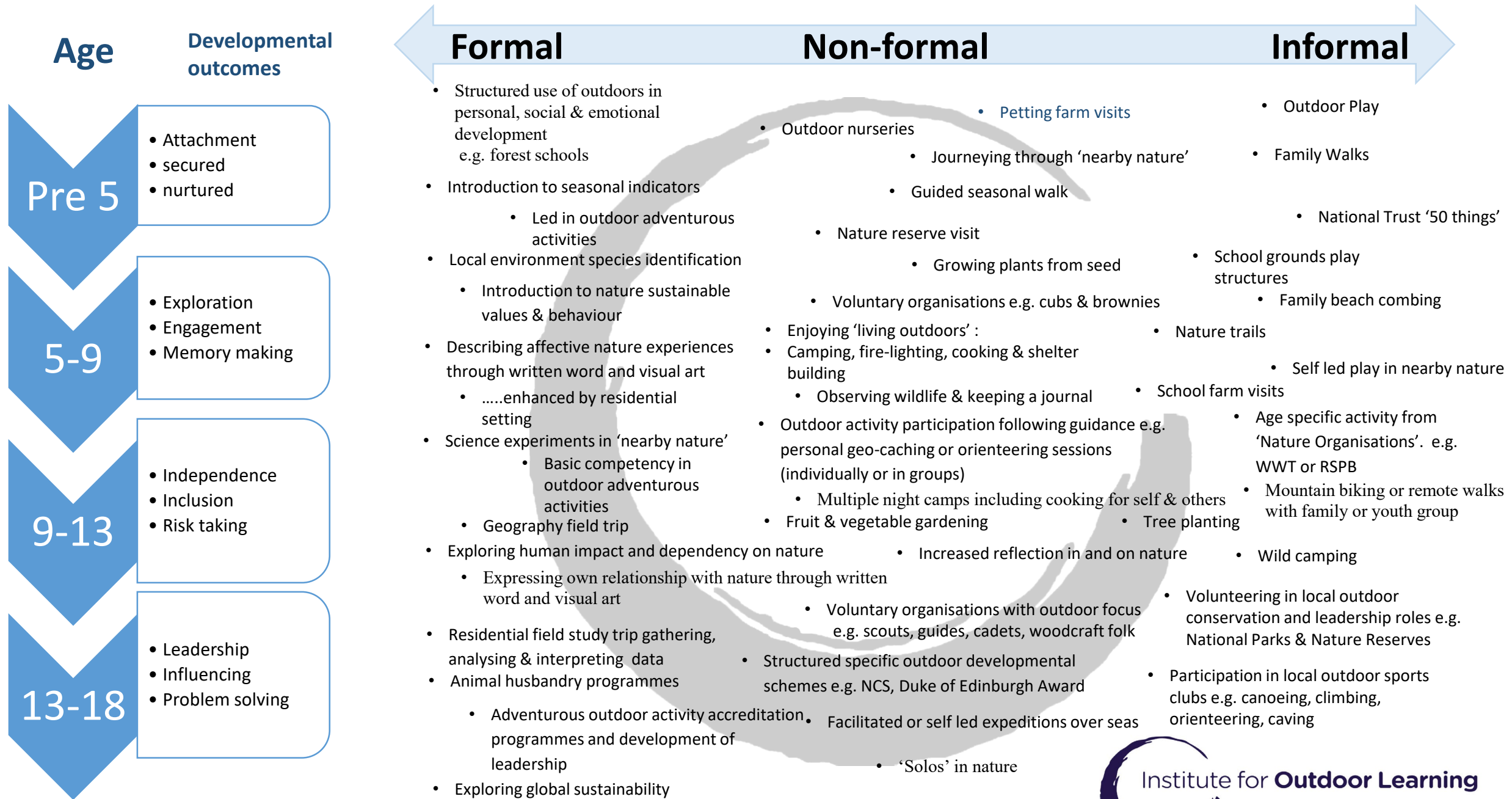
Taking a personal position on managing our natural resources now and in the future – values and beliefs

Step 6

Influencing society as an active, responsible and ethical citizen – part of a resilient and prosperous community

Progression?

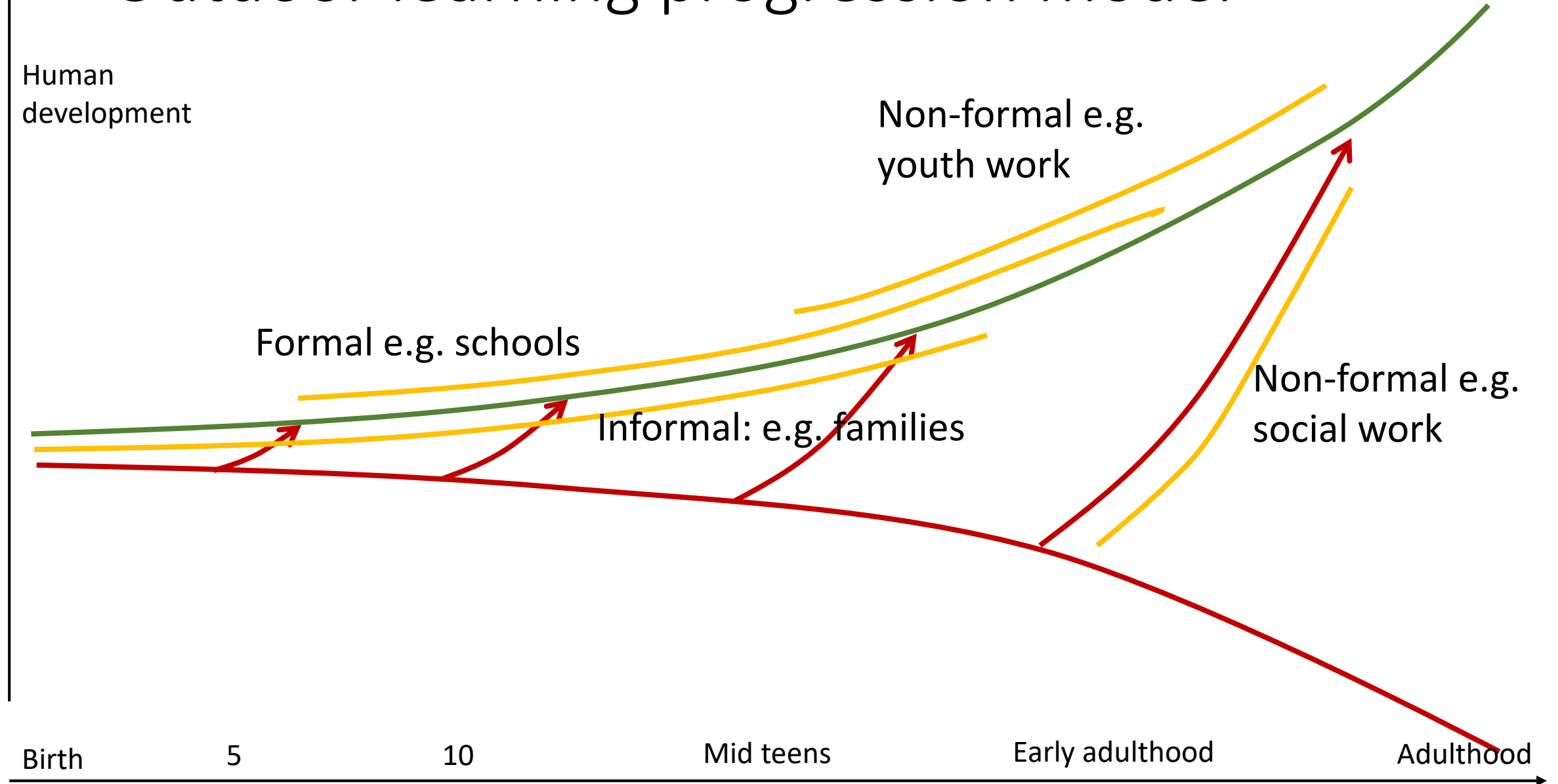




Some but not all formal experiences are facilitated by schools/colleges. Many other organisations offer structured and accredited services (e.g. youth and community organisations)



Outdoor learning progression model





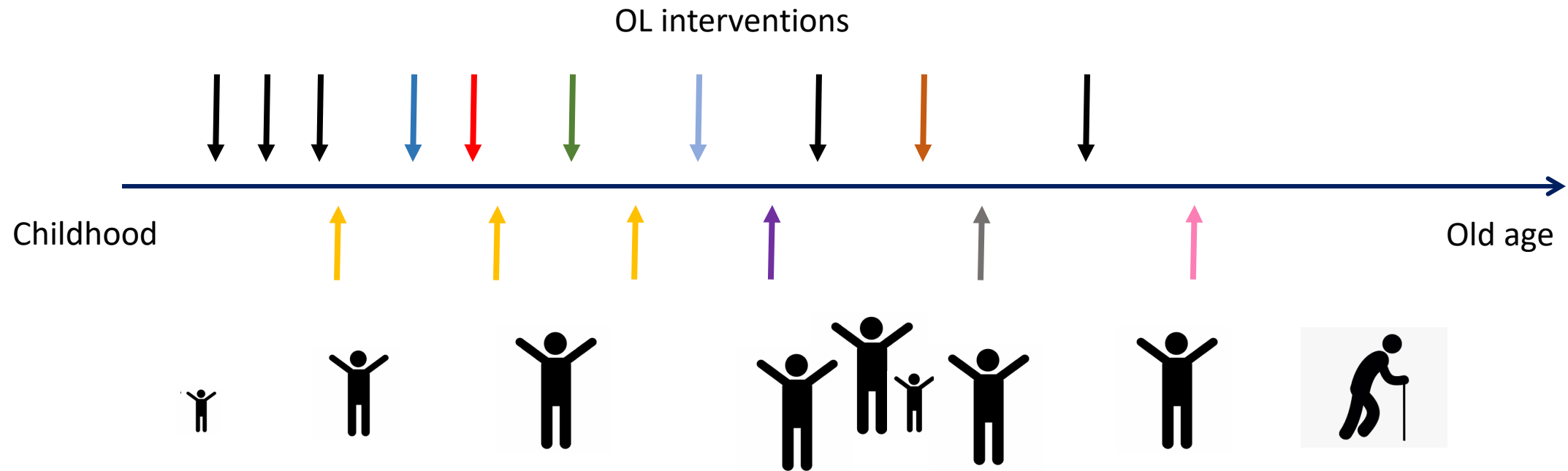
Progression

‘Implicit in progression is the notion of continuity and coherence. Learning is not seen as a series of discrete events, but rather as a trajectory of development that connects knowledge, concepts and skills within a domain.’ (Hayward *et al*, 2018)

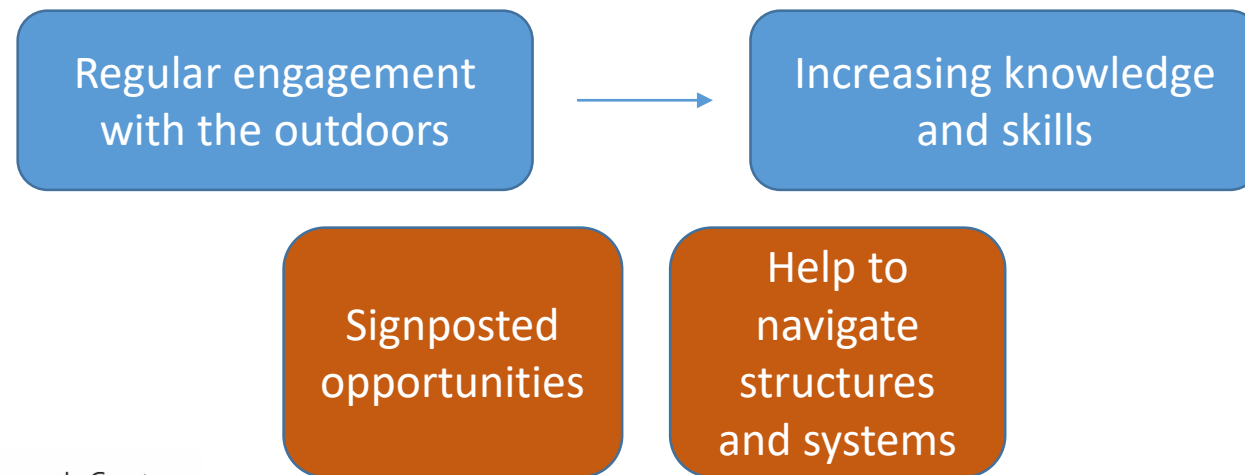
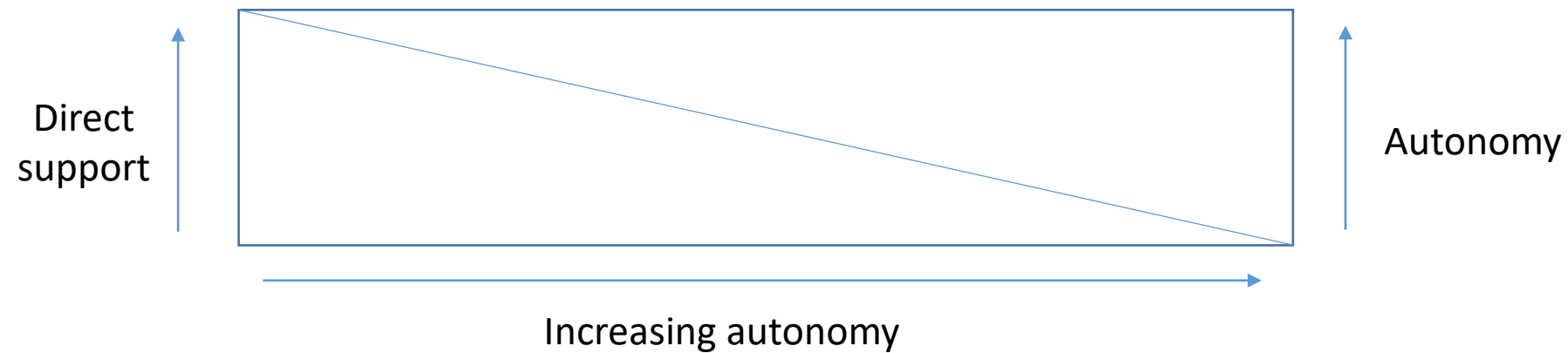
- Occurs across time
- Implies change
- Depends on a notion of purpose
- Provides a way to link experiences



OL experiences over time



Increasing agency





Autonomy and agency

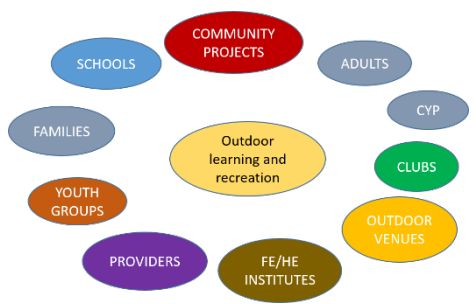
- **Autonomy** is the ability to make a reasoned choice about ones course of action and to be responsible for this choice.
- **Agents** are beings with the capacity to act, to behave as a subjects rather than objects in their own lives in ways that make a difference, and '**agency**' denotes its enactment.

A purpose for OL?

- To develop autonomy – the real freedom to choose to engage with outdoor learning or recreation over the life course for reasons that have personal meaning
- Could be seen from a practitioner/provider or participant perspective
- Role of OL provider is to help this journey towards autonomy

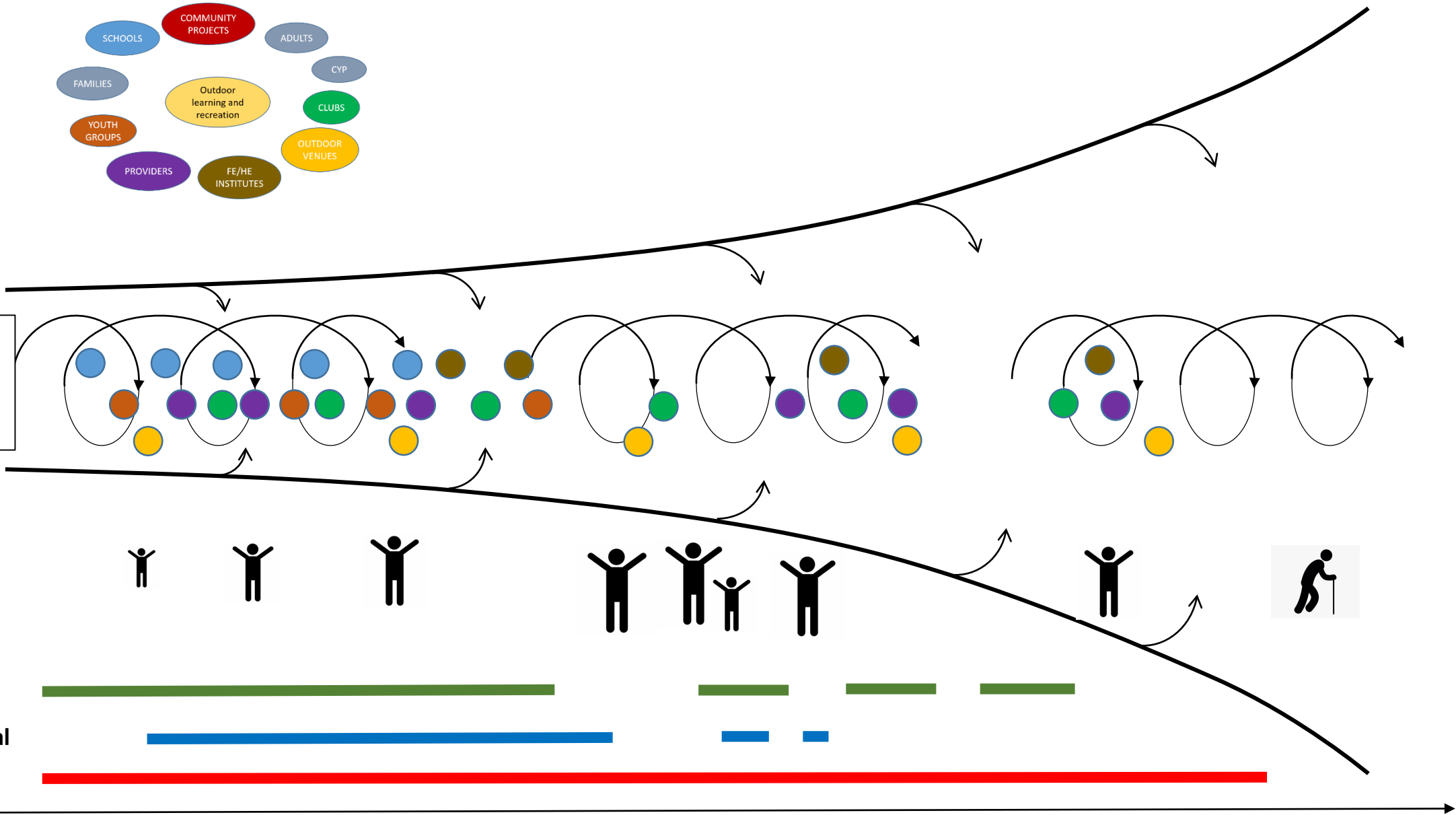


+ve
Human
Development



Individual
Family
Community
Organisation

-ve
Human
Development



Formal

Non-formal

Informal

Lifespan

David Harvey, 2020

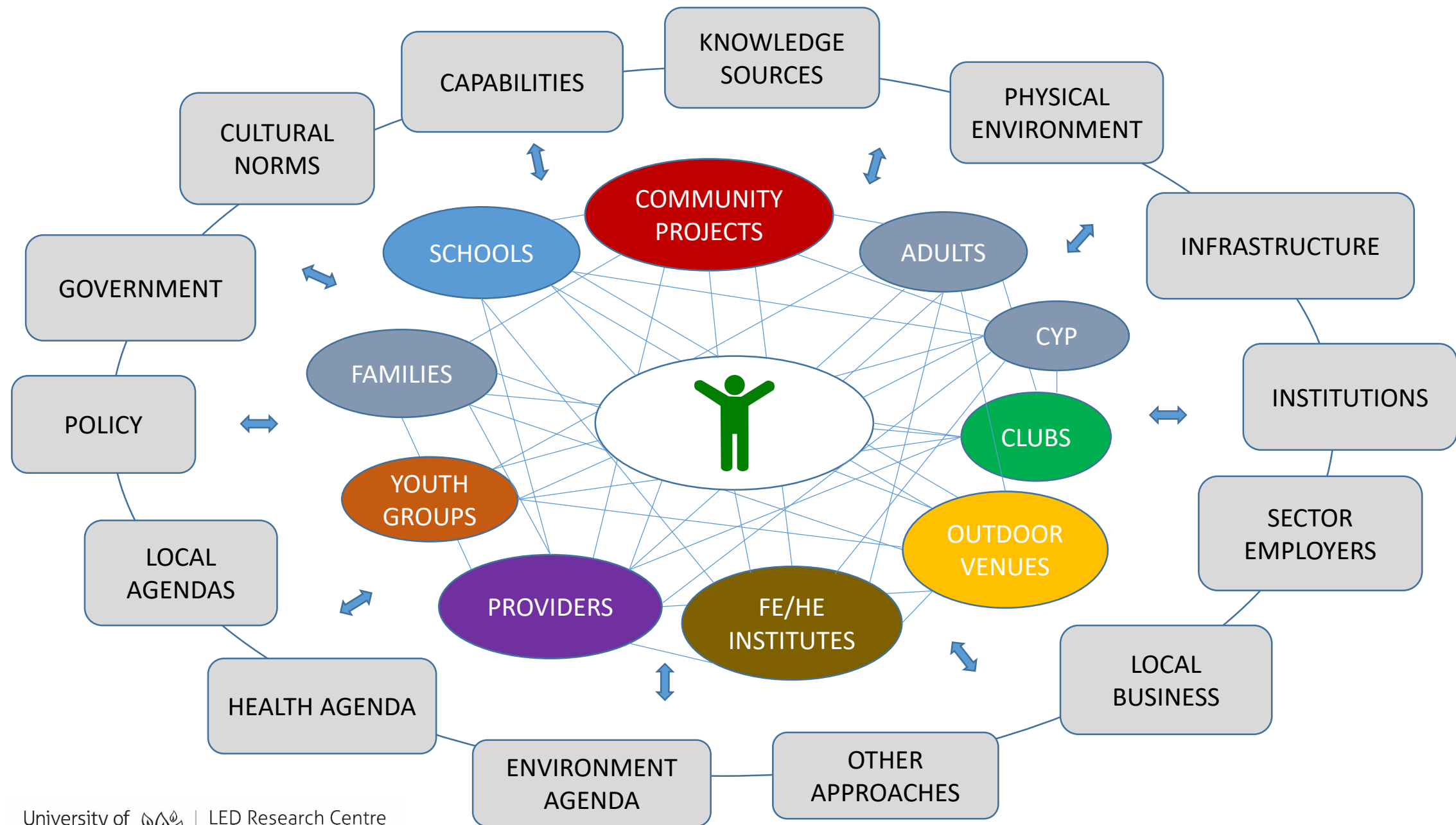
Implications

- How does their practice contribute to autonomy?
- How do providers link what they are doing with what could come next?
- What additional knowledge and skills are needed for practitioners to develop their participants' agency and autonomy?
- From a participant perspective, what support systems need to be in place to enable them to be able to link progressive OL experiences that develop autonomy?
- No single provider will be the sole source of OL interventions across a lifespan, so how can provision be connected for best advantage?

Towards an ecosystem

- Interacting and interdependent organisations
- Institutions, organisations, systems, structures and culture
- More than an alliance or a partnership
- Local context, 'ground up', purposely designed
- Incorporates drivers and barriers
- Creates the support structures to enable the delivery of the 'value proposition'





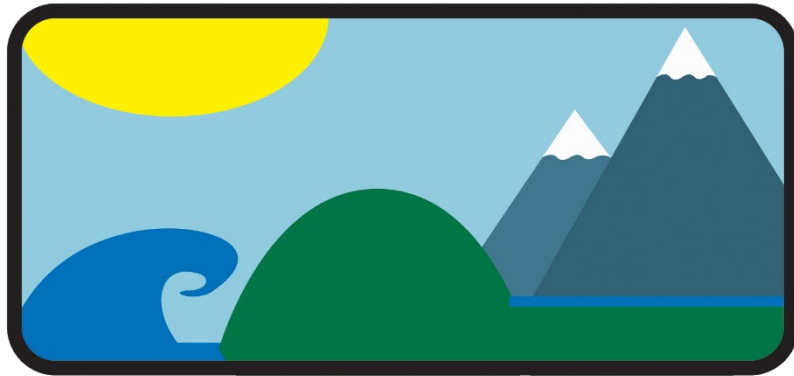
Implications

- What aspects of the ecosystem are in place already?
 - What structures/resources are needed to support the ecosystem?
 - What do practitioners need to know/do to engage with the model?
-
- Who is working with who?
 - What structures are present?
 - What opportunities are available for further engagement?
 - What could next steps for participants be?

Where next?

PARTNERIAETH AWYR-AGORED

Profiad • Mwynhau • Llwyddo



Experience • Enjoy • Achieve

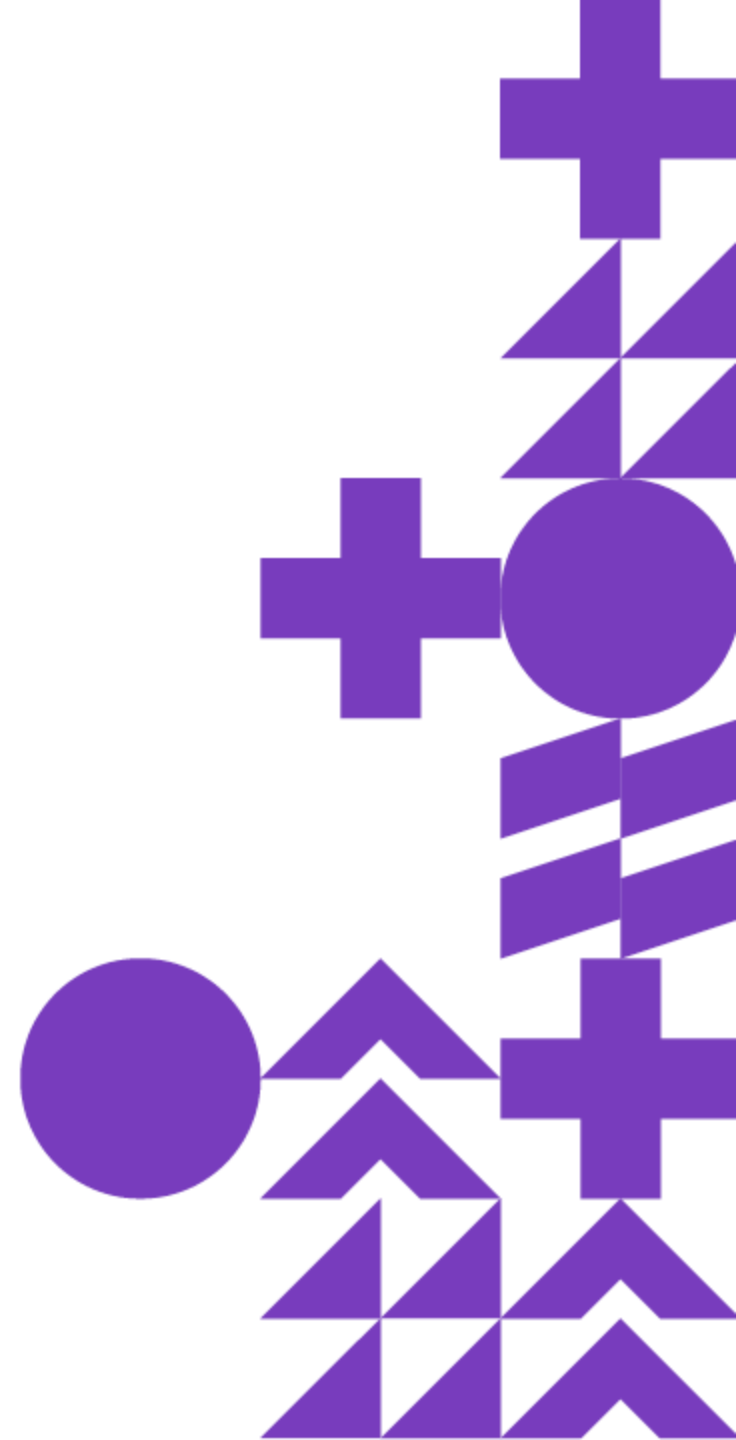
OUTDOOR PARTNERSHIP



Thank you!

Questions and comments?

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